



The mindful approach to PSHE

Jigsaw and the Welsh PSE curriculum

The Welsh School Curriculum: information

The programme of study for 3- to 19-year-olds is made up of the following 7 areas:

- the Foundation Phase
- skills development
- the national curriculum
- personal and social education (PSE)
- sex education
- careers and the world of work
- religious education

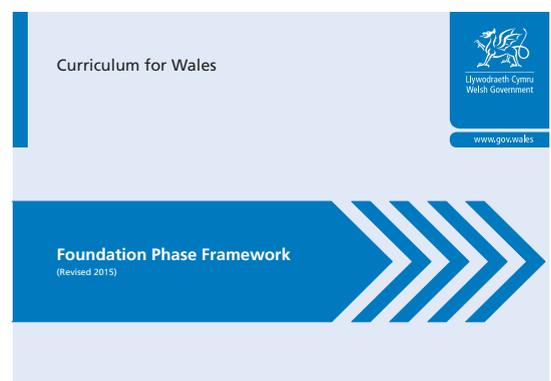
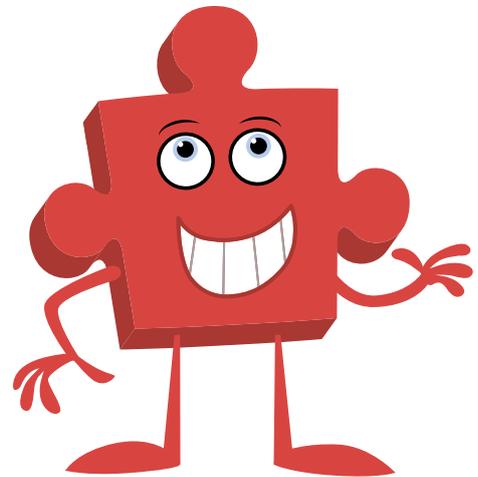
The school curriculum is learner-focused, places an emphasis on skills development and ensures that it is appropriate for the specific needs of Wales.

Since the 2011/2012 school year, the entire curriculum for Key Stage 1 has been replaced in Wales by the Foundation Phase for all three- to seven-year-olds. During the Foundation Phase, children are encouraged to be creative and imaginative and learn by taking part in practical activities instead of working through exercises in textbooks. The Foundation Phase is made up of 7 Areas of Learning where structured play activities are woven into the learning experiences of children. The statutory areas of learning in the foundation phase are:

- personal and social development, well-being and cultural diversity
- language, literacy and communication skills
- mathematical development
- Welsh language development
- knowledge and understanding of the world
- physical development
- creative development

Developing a better understanding of these Areas of Learning and how learners learn is a core part of the Foundation Phase with progression onto the National Curriculum at Key Stages 2 and 3. For more details, see the [Foundation Phase Framework](#).

The rest of primary education is called **Key Stage 2** (also called Juniors), which is **Years 3, 4, 5 and 6**.



PSE – Personal and Social Education in Wales

Personal and Social Education (PSE) is a component of the state school curriculum in Wales. PSE became a statutory requirement in schools in September 2003, and is compulsory for all students at Key Stages 1, 2, 3 and 4 (5- to 16-years-old).

As PSE is a statutory part of the curriculum for learners aged 5 to 16 in Wales, it is the responsibility of schools to plan and deliver broad, balanced PSE to meet the specific needs of all learners. The non-statutory PSE framework is the key document which schools and colleges in Wales should use to review, develop and plan PSE provision for 7-to-19 year olds.

The framework:

- builds upon the Personal and Social Development and Well-Being Area of Learning in the Foundation Phase framework for children's learning for 3-7 year-olds in Wales
- underpins 14-19 Learning Core components that relate to PSE
- reflects Welsh Government policies and priorities

Skills

An essential part of personal and social development is the cultivation of personal and social skills. These can be learned and practised in the classroom and applied in the many contexts and experiences offered in the wider school community.

The skills to be developed through PSE are:

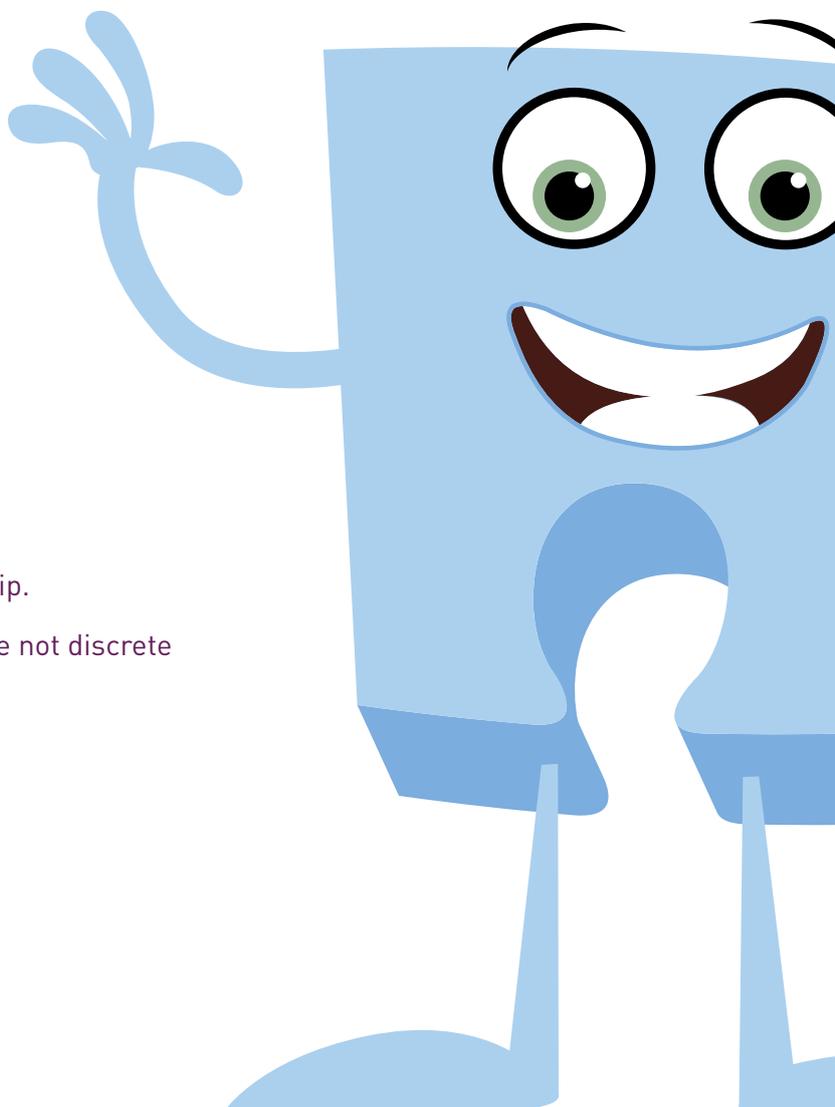
- Developing thinking
- Developing communication
- Developing ICT
- Developing number
- Working with others
- Improving own learning.

Themes

The themes in the PSE framework are:

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship.

It is important to recognise that these themes are not discrete areas of development but are inextricably linked.



Holistic PSE

As all teachers make a contribution to PSE, effective coordination is crucial.

Each school needs to have a designated member of staff with overall responsibility for managing holistic PSE provision.

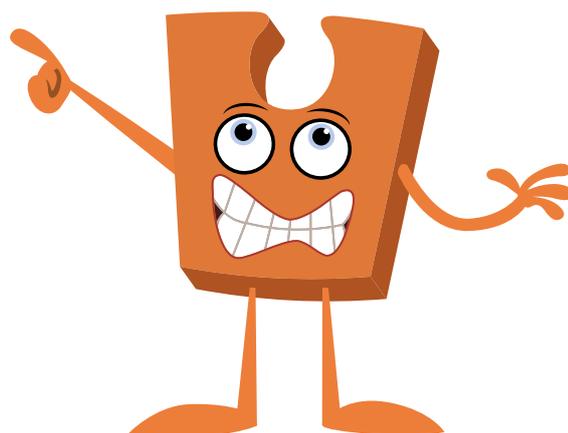
- in the primary school this will normally be the head teacher or a member of the senior leadership team.
- in the secondary school and further education colleges this is usually a member of the senior leadership team.

In addition, larger primary schools, secondary and FE colleges should consider the appointment of a member of staff to specifically coordinate the delivery of PSE.

PSE should be carefully planned. An audit of curriculum provision and of whole school/college experiences identifies:

- core PSE provision, the delivery of which can be guaranteed
- gaps in current provision at each key stage

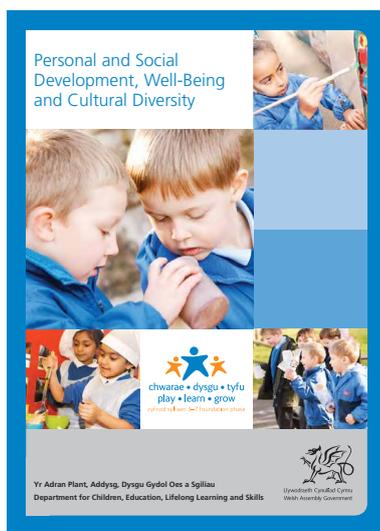
To ensure a coherent programme which secures progression, schools and colleges need a PSE curriculum overview which matches key stage learning outcomes from the **Personal and social education framework for 7- to 19-year-olds in Wales** with appropriate learning activities.



Foundation Phase (3-7 years)

Personal and Social Development, Well-Being and Cultural Diversity in the Foundation Phase

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all areas of learning through participating in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults, both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multi-cultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.



Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

This document provides guidance on the skills and knowledge that children acquire during the Foundation Phase, along with case studies on its implementation in settings and schools. The document and the Area of Learning should not be viewed in isolation, but should be planned for across the curriculum.

The following tables show the Range and Skills that children are expected to learn in the Foundation Phase and how Jigsaw can contribute to their learning. Note that the Range and Skills detail come from the Foundation Phase Framework.

How can Jigsaw contribute to the Foundation Phase curriculum?

Range	How can Jigsaw contribute to Range?
<p>Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:</p> <ul style="list-style-type: none"> • activities in the indoor and outdoor learning environments • different types of play and a range of planned activities, including those that are child initiated • activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team • different resources such as those in print and interactive forms • activities that allow them to become independent learners • activities that allow them to use their senses, to be creative and imaginative 	<p>Jigsaw offers a wealth of opportunities for children within the Foundation Phase to develop their skills, knowledge and understanding through variety of learning experiences.</p> <p>There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:</p> <ul style="list-style-type: none"> • Autumn 1: Being Me in My World • Autumn 2: Celebrating Difference (including anti-bullying) • Spring 1: Dreams and Goals • Spring 2: Healthy Me • Summer 1: Relationships • Summer 2: Changing Me (including Sex Education) <p>Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Jigsaw covers a wide range of topics, ideas, and challenges so that children become independent learners, and know how to communicate with others successfully.</p> <p>Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital – and this is a key part of every Jigsaw lesson. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.)</p>

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives
- activities that allow them to feel safe and secure and feel that they are valued
- activities that contribute to their own safety
- activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly. The Jigsaw Circle Charter is central to the creation of a safe and trusted circle environment.

In the EYFS (Foundation Stage 1 and 2) the lesson plans clearly identify the Early Learning Goals (ELG) and the Development Matter levels (D4 – D6) that will be that session's focus. To support practitioners with the implementation of the Jigsaw scheme of work, every plan has:

- Child-initiated and adult-led activity ideas
- Assessment opportunities and cross-curricular links
- Home-learning and family links
- Resources
- Display ideas
- Outside learning ideas

In every Jigsaw lesson, there is an opportunity for children to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Skills	How can Jigsaw contribute to Skills?
<p>Personal development</p> <p>Children should be given opportunities to:</p> <ul style="list-style-type: none"> • become independent in their personal hygiene needs and to be more aware of personal safety • express and communicate different feelings and emotions – their own and those of others • show curiosity and develop positive attitudes to new experiences and learning • take risks and become confident explorers of their indoor and outdoor environment • experiment with new learning opportunities, including ICT • become independent thinkers and learners • develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work • concentrate for lengthening periods • value the learning, success and achievements of themselves and other people. 	<p>The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children’s personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That’s why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured. In designing the Pieces, we imagine that children are asking the teacher to:</p> <ul style="list-style-type: none"> • Improve their social skills to better enable collaborative learning (Connect us) • Prepare them for learning (Calm me) • Help the brain to focus on specific learning intentions (Open my mind) • Initiate new learning (Tell me or show me) • Facilitate learning activities to reinforce the new learning (Let me learn) • Support them in reflecting on their learning and personal development (Help me reflect) <p>In terms of detail, the Puzzle, Being Me In My World, covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children’s rights and responsibilities, working and socialising with others, and pupil voice. In addition, the Puzzle, Dreams and Goals, aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.</p> <p>Jigsaw whole-heartedly supports children to become more independent in their actions, thoughts and learning journeys, to be responsible for their own safety, behaviour and well-being – and to be in control of their emotions and responses. All this helps to instill in children a better sense of themselves so that they can find worth in themselves and others.</p>

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively
- value friends and families and show care and consideration
- appreciate what makes a good friend
- develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group. As part of the Jigsaw Circle, children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. (The teacher must emphasise that she cannot promise complete confidentiality as she must report any information relating to safeguarding concerns.) If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described.

Jigsaw gives social and emotional aspects of learning a very high priority and weaves their development into every lesson. Each Piece has two Learning Intentions: one is based on specific PSHE learning (enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL – Social and Emotional Aspects of Learning – learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

The Connect Us activity at the beginning of each Jigsaw lesson serves to improve children's social skills to better enable collaborative learning – all while children have fun! These activities are designed to maximise social skills, to engender positive relationships and enhance collaborative learning. Explicit skills will be taught through Jigsaw Pieces (lessons), but maximum benefit will be achieved if these are both modelled and reinforced throughout every school day.

- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- treat people from all cultural backgrounds in a respectful and tolerant manner
- develop an understanding of the diversity of roles that people play in different groups and communities
- begin to question stereotyping.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter. In addition, the Jigsaw Circle and 'Connect us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work.

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group.

Each Puzzle culminates in an End of Puzzle Outcome. Since the end products necessitate cooperation and collaborative work, this also develops social skills and a sense of pride in its achievement. It also allows the opportunity to showcase Jigsaw work with parents and carers, and brings the whole school together.

Moral and spiritual development

Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses
- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- express ideas and feelings creatively, explaining why they are significant
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Every Piece (lesson) contributes to at least one aspects of children's social/moral/spiritual/cultural development. This is mapped on each Piece and balanced across each year group. The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group.

There is strong focus on spiritual development in every Jigsaw lesson, with the Calm Me time helping children to remain focused on the present moment and thrive in it. The regular practice of mindfulness, in the Calm Me time, is a hands-on way of ensuring better mental and emotional health.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the Calm Me time exercises (using the Jigsaw chime), helping to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions are regulated, behaviour managed and calmness generated.

The Relationships Puzzle is just one of the ways in which children learn about choices, morals, special things and people, and so on. Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Well-being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies

The 'Healthy Me' Puzzle covers so many health-promoting messages, from the benefits of being active and a balanced diet, to improving mental and emotional health, how to enjoy better sleep and how to make good choices, now and in the future. It can really help children take responsibility for their health and well-being, as they are not simply told about how to be healthier: they are encouraged to experience it for themselves. Once children have had a chance to learn and practise the skills associated with a healthier lifestyle in the Jigsaw programme, there are numerous ways that they can apply these skills and this knowledge.

Additionally, the 'Healthy Me' Puzzles helps to deliver each of these aspects of the curriculum and covers them in details across the year groups. The Puzzle is delivered using a variety of methods to encourage children to understand their bodies' needs and highlights the importance of eating a balanced diet, and of physical activity; for all children, it explores the benefits of rest and relaxation; and there are lessons on keeping clean, drugs and alcohol, being safe, and first aid. The link between physical and mental well-being is emphasised greatly, so that children have the chance to learn about both. Indeed, these areas are linked intrinsically and it is sometimes difficult to pull them apart.

While learning about substances and how they can be misused is important, more crucial is children's ability to make informed and relevant choices. The 'Healthy Me' Puzzle examines smoking, alcohol and taking drugs in an age- and stage-appropriate way. The emphasis for younger children is to find out what they already know and add to it where needed; for older children, there is more about why people choose to drink alcohol, smoke or take drugs – and what can happen to someone who chooses to do this. Scare tactics are never employed or encouraged, as research shows that this is not an effective way of encouraging children to make healthy choices.

Children are taught about medicines and safety in the 'Healthy Me' Puzzle too.

- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment
- understand that medicines are taken to make them feel better and that some drugs are dangerous.

Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid are all important parts of the 'Healthy Me' Puzzle, which covers physical and mental/emotional health in equal measure – and shows the synergetic relationship between the two areas of health and well-being. Children can therefore learn that 'health' is a very broad topic.

The 'Healthy Me' Puzzle teaches children how to be safe when out and about, what to do in emergencies (including some first aid work with older year groups), and how to be safe with food. There are lessons on substance misuse, being safe with medicines, and in the 'Relationships' Puzzle, children learn about keeping safe in relationships – with lessons on power and control, online safety and physical contact.

There is an abundance of opportunities in 'Healthy Me' that encourage children to participate in activities that promote a healthier lifestyle. It is also the responsibility of the school to timetable regular and dedicated opportunities for healthier activities throughout the school day.

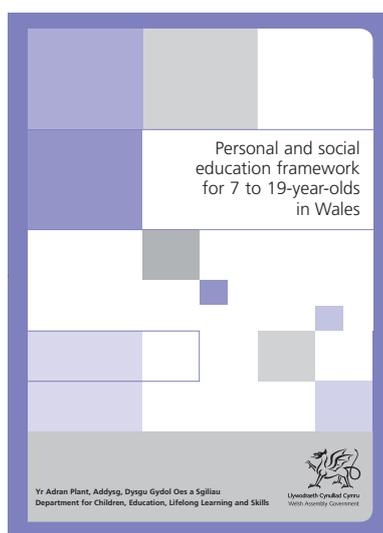


Key Stage 2 (7-11 years)

At Key Stage 2, learners build on the skills, knowledge and understanding, attitudes and values they have started to acquire and develop at Foundation Phase.

PSE offers learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners. They need to be equipped with the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSE assists learners to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Personal and social education framework for 7- to 19-year-olds in Wales



Personal and social education (PSE) forms **part of the basic curriculum for all registered pupils aged 7 to 16 at maintained schools.**

Essentially, it is the responsibility of schools to plan and deliver a broad, balanced programme of PSE to meet the specific needs of learners. The PSE framework is the key document which schools and colleges should use to review and develop existing PSE provision for 7- to 19-year-olds. It builds upon the Personal and Social Development, Well-Being and Cultural Diversity Area of Learning in the Foundation Phase framework for children's learning for 3 to 7-year-olds in Wales and progresses into the 14–19 Learning Core components that relate to PSE such as Personal, Social, Sustainability and Health Matters, Attitudes and Values, and Community Participation.

Web-based guidance has been developed to support the implementation of broad, balanced, holistic PSE provision based on the PSE framework. It exemplifies opportunities to deliver the key stage learning outcomes,

signposts sources of support and makes links to other Welsh Assembly Government documents.

Advice is given about the management and coordination of a holistic approach to PSE. The guidance is available at www.wales.gov.uk/personalsocialeducation.

PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

Specifically the aims of PSE are to:

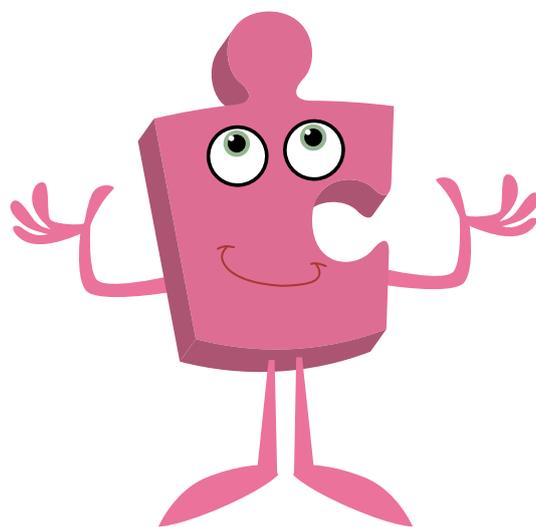
- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

Key Stage 2 learning outcomes

Active citizenship

Learners can be helped to enjoy successful relationships within their families and friendship groups, and can be encouraged to become active citizens in their communities, both local and global. They should develop a practical understanding of their rights and of the links between political decisions and their own lives. Successful relationships demand competent interpersonal skills, a willingness to value others and respect difference. Good relationships are the result of care and support, communication and the willingness to accept responsibility. Learners need to be able to make and maintain friendships, deal with conflict, challenge stereotyping and prejudice, and cope with peer and other influence. More generally, the world of work and employment will demand cooperation and team work.

Learners are members of communities, from local through national to global, and can be helped to play a meaningful and active part in them. Such active citizenship implies a number of considerations. There needs to be an understanding of the nature of communities in Wales and beyond and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners should explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They have a right to be involved in making decisions, and planning and reviewing any actions that might affect them. Learners should also consider their responsibilities as young citizens and be equipped to participate in community life through service and action which promotes the well-being of that community. Finally, learners need to develop a political 'literacy' which enables them to make effective decisions and judgements in the world of political and legal systems.



	How can Jigsaw contribute?
<p>Active citizenship</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • develop respect for themselves and others • value families and friends as a source of mutual support • value diversity and recognise the importance of equality of opportunity • participate in school life <p>and to understand:</p> <ul style="list-style-type: none"> • their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities • the importance of democratic decision-making • the benefits of families and friends and the issues that can arise • situations which produce conflict and the nature of bullying • aspects of the cultural heritage and diversity in Wales • how injustice and inequality affect people's lives • what is meant by disability • the challenges learners might have in accessing learning opportunities in school 	<p>Jigsaw is a progressive, developmental and comprehensive scheme of work. It is designed as a whole school approach, and every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product e.g. a display or exhibition (like the Garden of Dreams and Goals) to be shared and celebrated by the whole school.</p> <p>Jigsaw has two aims for all children:</p> <ul style="list-style-type: none"> • To build their capacity for learning • To equip them for life <p>These aims form the backbone of children's experience of working with Jigsaw and allows them room to grow, to develop and to become active participants.</p> <p>Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.</p> <p>Each of the Puzzles (units) provides opportunity for children to learn about and reflect on new ideas. For example, the Puzzle Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice. This is usually taught at the start of the school year. Focus is given to the UN Convention on the Rights of the Child – lessons and learning opportunities that culminate in the whole school Learning Charter, which is the end product of Puzzle 1 (Being Me in My World). It provides the school with a process for everyone to be involved in the production or review of the school's positive behaviour policy.</p>

The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high. (This can also be taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child.) Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore accepts, the consequences of these. The Learning Charter should, therefore, provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

Since the end products necessitate cooperation and collaborative work, this also develops social skills and a sense of pride in its achievement. It also allows the opportunity to showcase Jigsaw work with parents and carers, and brings the whole school together.

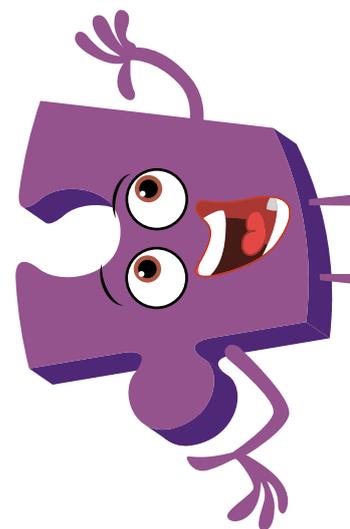
Celebrating Difference is the Puzzle that focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Health and emotional well-being

Learners can be helped to maintain their emotional and physical health and well-being, sustain their growth and development, and know how to keep themselves safe. As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

The physical development of learners depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and positive healthy choices. Central to the process is equipping them with the knowledge and practical skills to make informed choices in all these areas. In addition to understanding positive health choices, learners should be aware of the potential risks of the use and misuse of legal and illegal substances.

The context for exploring the many aspects of sexuality is that of responsible, appropriate and healthy personal relationships. Sex and relationships education is required to be placed within a clear framework of values and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, including marriage, sexual behaviours, parenthood and sensitive issues such as abortion need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour. Learners should know where and how to access personal information and support. 'Emotional intelligence' involves the successful management of feelings and emotions and has a great impact upon personal and social effectiveness. Self-esteem affects learners' confidence, ambition and ability to deal with life generally. Understanding and managing emotions improves mental health by increasing learners' ability to cope with conflict, stress, loss and change.



How can Jigsaw contribute?

Health and emotional well-being

Learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
- feel positive about themselves and be sensitive towards the feelings of others

and to understand:

- the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness
- the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances
- the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe

Healthy Me is the Puzzle that covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic. Added to this is the Puzzle Changing Me, which deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

In essence, teaching about safety and relationships as part of PSE (and particularly SRE) contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Teaching about mental health and emotional well-being run through the programme like a golden thread, and the point of Jigsaw having been written such is that, whilst there are many explicit lessons on mental health or emotional well-being (particularly in the Celebrating Difference, Healthy Me and Relationships Puzzles), there are even more implicit opportunities for children to learn and hone valuable skills, knowledge and understanding. For example, in every Jigsaw lesson, children (and adults) have the opportunity to practise mindfulness, most explicitly through the Calm Me time. Mindfulness is best described as paying attention to the present moment; and practising mindfulness helps people to become more aware of their thoughts, feelings, and body sensations so that instead of being overwhelmed by them, they're better able to manage them. Practising mindfulness can also give more insight into emotions, boost attention and concentration, and improve relationships.

Moral and spiritual development

Learners can be helped to develop a personal code of morality and the decision-making skills necessary to make reasoned and responsible moral judgements. They can be helped to extend their personal insights, and to reflect upon their experiences and upon some of life's deeper questions and issues.

The school ethos, enshrined in democratically agreed rules, can provide a stable and ordered environment in which values such as respect, honesty, fairness and responsibility can be promoted. Learners should be encouraged to reflect on their personal beliefs and values and apply them to their own experiences. They can also be inspired to express their inner feelings using imagination and creativity. This can be evoked by a sense of awe and wonder at the natural world, by the mysteries of life and death, by the limitations of human understanding or by a response to a divine being.

	How can Jigsaw contribute?
<p>Moral and spiritual development</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • explore their personal values • be honest and fair and have respect for rules, the law and authority <p>and to understand:</p> <ul style="list-style-type: none"> • how cultural values and religious beliefs shape the way people live • that people differ in what they believe is right and wrong • that personal actions have consequences. 	<p>Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital across the whole school. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) The Jigsaw Charter includes six crucial aspects and it is referred to in every Jigsaw lesson and across the school. Every single Jigsaw lesson starts with the Jigsaw Charter, where everyone has the opportunity to remind themselves of the expectations agreed at the start of the year. This enables everyone in the class to participate and feel engaged.</p> <p>Next comes the Connect Us activity, where children are invited to participate in a group game, to foster better social skills among other benefits. Each lesson is interactive, where children are encouraged to work together, individually and with the teacher using a huge range of teaching and learning methods and resources. No two Jigsaw lessons are the same! In every lesson, there is a chance for children to guide their own learning, to develop the skills, values and knowledge that they recognise they need, and to reflect on what they have learnt so far. The whole Jigsaw programme has been developed with staff and children alike; and it continues to be refreshed in line with what children and teachers say they want and need.</p> <p>Often, pupils can have existing beliefs, misunderstandings and inappropriate attitudes towards the topics concerned, so it is important that these can be explored within the classroom environment without fear of being judged or ridiculed. The Jigsaw Charter, with statements like "We use kind and positive words" and "We listen to each other" truly help to foster a less judgemental atmosphere.</p> <p>All Jigsaw lessons have been aligned to the fundamental British Values in English law. And when it comes to teaching children about moral and spiritual development, it is helpful to know is that Jigsaw covers most, if not all, eventualities: the information in the lesson plans is up-to-date, the guidance is supportive and practical, and each lesson is designed to have children's best interests at heart.</p>

Preparing for lifelong learning

Learners can be helped to improve their learning and performance and to develop their potential and capabilities in the world of lifelong learning. The main contexts of this theme are equipping learners for educational and life choices. This includes developing personal management and basic practical skills needed for daily life. Learners need help to develop effective learning skills and insight into their own learning processes. They need support in developing skills of self-analysis, reflecting on progress, identifying strengths and weaknesses and setting targets for improvement. There is the need to motivate learners towards an enthusiasm for and commitment to lifelong learning.

Learners also need to develop an understanding of the role and importance of money. They need help to understand their role and responsibilities as consumers and to cultivate a financial capability which enables them to make effective economic judgements and decisions. Learners need to appreciate the difference between paid and unpaid work and to recognise the importance of acquiring the new skills essential in a competitive and rapidly changing world of work.

	How can Jigsaw contribute?
<p>Preparing for lifelong learning</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none">• enjoy and value learning and achievements• take increasing responsibility for their learning <p>and to understand:</p> <ul style="list-style-type: none">• the range of jobs carried out by people in their community• that money is earned through work and can buy goods and services• the importance of looking after their money and the benefits of regular saving	<p>Dreams and Goals is the Puzzle that aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.</p> <p>Year 5 in particular explores the world of work, jobs and careers, and children's aspirations for themselves. Most importantly, it explores how children can achieve their goals, how they can support each other in the pursuit of these goals, and how motivation is such an important skill to learn and practise.</p> <p>The Dreams and Goals Puzzle culminates in the opening of 'Our Garden of Dreams and Goals', which is created by each year group adding its contribution. There is also the opportunity for schools to hold a fete where fundraising events will take place. This affords children a number of opportunities for working with money, understanding financial capability and generating money for charity.</p>

Sustainable development and global citizenship

Learners need to develop the skills, knowledge, attitudes and values to participate in individual and collective decision-making, both locally and globally, that will improve the quality of life now without damaging the planet for the future. They need to be helped to understand the global forces which shape their lives and to acquire the ability to challenge injustice and inequality that will equip them to promote a more equitable and sustainable world. Education for sustainable development and global citizenship involves learning about the links between society, economy and the environment and between our own lives and those of people throughout the world; about the needs and rights of both present and future generations; about the relationships between power, resources and human rights; and about the local and global implications of human activities and the actions that individuals and organisations can take in response to local and global issues. Concepts such as energy use, climate change, loss of biodiversity and the impact of global poverty are brought to life, understood, acted upon and evidenced through actions by learners, whilst at school or college and through their lives in the wider community.

	How can Jigsaw contribute?
<p>Sustainable development and global citizenship</p> <p>Learners should be given opportunities to:</p> <ul style="list-style-type: none">• appreciate the natural world as a source of inspiration• take an active interest in varied aspects of life in school and the wider environment• develop a positive attitude on issues of poverty and fairness <p>and to understand:</p> <ul style="list-style-type: none">• how the environment can be affected by the decisions we make individually and collectively• that local actions have global effects because of connections between places and people• how poverty and inequality can cause problems	<p>Being Me In My World is the first of the Jigsaw Puzzles (units) and offers children the chance to learn about and reflect on a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community. In Year 6, for example, there is a series of lessons on being a global citizen, where children learn about cocoa plantations in West Africa, and the lives of children who work on the plantations, as well as the impact on the environment of eating chocolate. They also learn about the effects of economic migration on children in China, about homelessness and other inequalities across the world.</p> <p>There is ample opportunity for children to think about dreams for the world, and how working with other people can help to make a difference – to help the world to be a better place. In the Dreams and Goals Puzzle, children experience the relevance of ambition and aspiration, not only for themselves as individuals, but for others too – locally and globally.</p>

Useful documents

Thinking Positively: Emotional Health and Well-being in Schools and Early Years settings (2010)

This good practice document aims to support all schools and Early Years settings in promoting emotional health and well-being.



Eleven criteria for schools – a whole school approach to promoting emotional health and well-being

Developing an emotionally healthy school in which all pupils have the necessary skills to thrive has implications for every aspect of school life. Research shows that the piecemeal adoption of strategies, important as each of them might be, is less effective in terms of the impact on pupils and staff than a whole school approach, and is less sustainable over the longer term.

Two key questions can be used to help to identify an emotionally healthy school:

Do all young people (and staff) feel nurtured, supported and valued by the school?

Are good relationships between people valued and given priority in the organisation both explicitly and through its structures?

Each school should take active steps to ensure that its own perception of the answers to these questions matches the view of pupils and parents/carers.

It takes time to develop whole school practice that truly promotes emotional health and well-being, and programmes need to be implemented rigorously, continuously and in an emotionally literate way to get results.

Forty-four indicators within 11 criteria have been identified as part of the Welsh Network of Healthy School Schemes as demonstrating a whole school approach to mental and emotional health and well-being. These build on and support each other, and there is frequent overlap in the activities that support them. They include 'taught' elements (for example activities that promote behavioural, emotional and social skills through the curriculum) as well as 'caught' elements (in which the promotion of emotional health and well-being permeates all aspects of school life). Both elements are necessary in the context of a positive whole school approach.

The eleven criteria are as follows:

Leadership and Communication

1. Appropriate Policies & Strategies in place:
 - Anti Bullying Policy and Strategy.
 - Positive Behaviour Management Policy.
 - Appropriate strategies to address; multi-cultural, gender, sexual orientation, sexual exploitation, special needs and health issues which avoid stereotyping and discrimination.
2. Commitment to whole staff training on mental and emotional health and well-being related issues.
3. Engagement with, and response to, specific local/national initiatives and environmental and social issues.
4. Mental and emotional health and well-being covered by Foundation Phase, National Curriculum and Personal and Social Education.
5. Out of school hours learning incorporate activities which are inclusive and promote increased self-esteem and well-being.
6. Pupil participation.
7. Staff participation.
8. School environment, ethos and the informal curriculum.
9. Involvement of families and community.
10. Involvement and collaboration with outside statutory and voluntary agencies and individuals.
11. The development of a health promoting workplace which recognises the importance of support for mental and emotional health and well-being.

None of these aspects is exclusive to promoting emotional health and well-being, and this further endorses the need to consider this aspect in all areas of school planning and development.

